DOCUMENT RESUME

ED 293 858 TM 011 419

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TITLE A Goal-Setting Process for Evaluating Teacher Professional Growth and Development and Professional Leadership.
PUB DATE Apr 88
NOTE 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). The appendix uses small print.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Evaluation Methods; *Goal Orientation; *Leadership; Objectives; Pilot Projects; *Professional Development; Psychometrics; *Public School Teachers; *Teacher Evaluation
IDENTIFIERS *Goal Setting; Kentucky Career Ladder Plan

ABSTRACT

As part of the Kentucky Career Ladder Project, a goal setting process and instrumentation were developed, implemented, and evaluated. Focus was on evaluating 337 Step-Three public school teachers in Kentucky in the two domains of professional growth/development (PGD) and professional leadership/initiative (PLI), using this standardized goal-setting procedure. Appropriate goals and activities were identified and validated with psychometric item selection and rating techniques. Instrument development was through a modified behaviorally anchored rating scale. The project methodology included: (1) literature review; (2) development of goals; (3) content validation of goal statements; (4) development of goal attainment activities; (5) content validation for activities; (6) weighting of goals and activities; (7) process and instrument design; (8) pre-pilot testing; (9) refinement; and (10) statewide pilot. The evaluation data suggested that the instrumentation and process were sound. Goals for PGD and PLI and errors in implementation of the goal setting process are presented; the goal setting instrument is appended. (SLD)

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A GOAL-SETTING PROCESS FOR EVALUATING TEACHER PROFESSIONAL GROWTH AND DEVELOPMENT AND PROFESSIONAL LEADERSHIP

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A GOAL-SETTING PROCESS FOR EVALUATING TEACHER PROFESSIONAL GROWTH AND DEVELOPMENT AND PROFESSIONAL LEADERSHIP

ABSTRACT

Research in the areas of professional growth and development and professional leadership has indicated that there are certain critical teacher practices or activities that occur in successful schools. The objective of this portion of the Kentucky Career Ladder Project was to develop a process by which teachers could work toward professional growth and development and professional leadership by engaging in these critical activities. A goal setting process and instrumentation were developed, implemented and evaluated for 337 teachers across the state of Kentucky.

An appropriate set of goals and activities were identified and validated using established psychometric item selection and rating techniques. A modified behaviorally anchored rating scale technique was used for instrument development. The methodology involved: (1) literature review, (2) development of goal statements, (3) content validation of goal statements, (4) development of goal attainment activities, (5) content validation of activities, (6) assignment of weights to goals and activities, (7) design of the process and instrument, (8) pre-pilot of process, (9) refinement, and (10) a statewide pilot of the process. Development and validation of goals and activities involved statewide panels of subject matter experts and two statewide surveys of randomly selected teachers and administrators. The resulting data provided the basis for assignment of weights to goals and activities. A goal-setting instrument and process was developed which enabled principals and teachers to identify relevant goals, contract for activities specifically designed to meet those goals, and work toward goal attainment.

At the conclusion of the nine-month pilot, the process was evaluated in terms of the progress the teachers made in completing activities and accomplishing goals and the type and number of errors made in implementing the process. The relationship between teacher performance in professional growth and development and professional leadership and performance in the classroom, dialogue, and overall career ladder success was determined.

A GOAL-SETTING PROCESS FOR EVALUATING TEACHER PROFESSIONAL GROWTH AND DEVELOPMENT AND PROFESSIONAL LEADERSHIP

BACKGROUND

The Commonwealth of Kentucky recognized a need to reward outstanding teachers through a career ladder which would provide an objective basis for evaluating performance in the classroom and in individual professional development activities. This study reports the development and evaluation of the portion of the career ladder dealing with professional development. Teachers participating in this study were Step Three teachers, i.e., they had a Master's Degree in their teaching field and at least seven years of teaching experience. The state identified four specific domains that were to be the basis for teacher evaluation over a two-year period and mandated relative weights for each area. The domains and their respective weights are Instructional Performance (70%), Professional Growth and Development (10%), Professional Leadership/Initiative (10%), and Student Achievement (10%). The state further specified that evaluation of the Professional Growth and Development (PGD) and Professional Leadership/Initiative (PLI) domains should involve a quantified goal-setting/goal-attainment process.

This study involved developing a standardized goal-setting procedure to be used to evaluate public school teachers in the two domains, Professional Growth and Development and Professional Leadership/Initiative. In addition, activities that could be undertaken to accomplish these goals were identified and standardized. The final product included a process by which teachers select appropriate goals and identify specific activities to be completed to meet these goals, and a procedure to evaluate goal attainment. Sound psychometric practices were followed to ensure that the the resulting procedure and instrument would be reliable and valid.

DEVELOPMENT OF THE GOAL-SETTING PROCESS AND INSTRUMENTATION

Working within the relative weight constraints imposed by the state, namely 10% of the total evaluation is derived from each domain, it was decided to weight goals and activities for both domains that would provide the teacher with the opportunity to earn up to ten points (representing the 10% relative weight for the domain) in each area over a two-year period. For both domains (PGD and PLI) relevant goals were identified and weighted to reflect the difficulty of the goal and its importance to the area. In order to facilitate goal attainment, specific activities for each goal in each domain were identified and weighted to reflect their difficulty. Guidelines were developed for the selection of appropriate goals and activities. The specific steps in the development process are described below. The steps were followed for both domains, PGD and PLI.

IDENTIFICATION OF GOALS

The first step was to identify relevant goals for each domain. An initial list of goals was developed based on the literature on the professional development of teachers (e.g., Brickell, 1984; Jenkins, 1983; Little, 1982). Additional goals were identified by a panel of 20 teachers, administrators, and university faculty. These goals were reviewed, combined, and refined to provide an initial list of 13 goal statements for PGD and 11 for PLI.

DETERMINING CONTENT REPRESENTATIVENESS OF GOALS

When developing an instrument such as the goal setting instrument, it is important to establish content validity. That is, to determine that the goals for each domain are a representative and adequate sample of the domain. Standards for the development of psychometric instruments indicate that content representativeness is an important criteria for norm-referenced achievement measures (Standards; APA, AERA, & NCME; Anastasi, 1976; Brown, 1976) as well as criterion-referenced measures (Hambleton & Novick, 1973). Furthermore, federal regulations indicate that content validity is an important property of instruments used for professional certification and employee selection and classification (EEOC, 1978; FEA,1976).

The goals for each domain were mailed out to 286 teachers and administrators who were asked to make two judgments about each goal: (1) one determining HOW ESSENTIAL each goal is to the professional area (Lawshe,1975), and (2) one determining the difficulty of achieving each goal listed under each area. (Ratings of the difficulty of each goal were obtained at this time even though these ratings were not used until the next step in the process.) These ratings were obtained to ensure that the selected goals indeed reflected the important aspects of PGD and PLI and to provide a data base for later developing the weights for each goal. Respondents were provided with the opportunity to list any additional goals that may have been omitted from the list.

Essentiality ratings were made on a 5-point graphic rating scale such that for each goal the respondent was asked to decide whether that goal is:

1 - NOT NECESSARY for attaining "Professional Growth and Development."

3 - USEFUL BUT NOT ESSENTIAL for attaining "Professional Growth and Development."

5 - ESSENTIAL for attaining "Professional Growth and Development."

The difficulty ratings were made on a 5-point scale such that for each goal the respondent was asked to decide how difficult it would be to accomplish that goal such that he/she would mark:

1 - if it would NOT be DIFFICULT to accomplish this goal. That is, little time or effort would be required.

3 - if it would be DIFFICULT to accomplish this goal. That is, considerable time and effort would be required.

5 - if it would be HIGHLY DIFFICULT to accomplish this goal. That is, it would require enormous amounts of time and effort.

Raters were instructed that difficulty ratings should be independent of the essentiality ratings. That is, A "USEFUL" (rating of 3) goal could be HIGHLY DIFFICULT to achieve (rating of 5) or it could be relatively easy to achieve (NOT DIFFICULT - rating of 1).

Completed questionnaires were received from 217 teachers and 35 principals for a return rate of 88.4%. Responses from the survey were used to refine the list of goals for both domains. The essentiality ratings reflect the content representativeness of the goals. A relatively low standard deviation indicates that the raters agree in their assessment of the essentiality of the goal and a relatively high mean essentiality rating indicates that the goal is considered to be critical for effective performance in the given domain (Smith & Kendall, 1963). A criterion of a standard deviation of less than 1.2 and a mean essentiality rating of greater than or equal to 3.5 was determined for retention on the list of goals.

No goals were dropped from the list using this screening process. Two goals in each domain were combined based on comments from the raters and the fact that the goals in question had almost identical mean ratings and standard deviations. No new goals were identified from the survey. Although some respondents wrote in goals, they were specific goals that could readily be subsumed under one of the goals from the preliminary list. Thus, we were confident we identified a comprehensive list of relevant goals for the PGD and PLI domains. The resulting list of goals for each area may be found in Table 1.

WEIGHTING THE GOALS

The essentiality ratings were combined with the difficulty ratings to establish relative weights for each goal in each domain. The raw score mean for essentiality ratings across all goals was 3.95 (SD=.369). The high value of the essentiality mean confirms that the list of goals represents critical aspects of professional development and leadership. The raw score mean for the difficulty ratings across all goals was 2.37 (SD=.219). The fact that the mean difficulty rating falls almost at the mid-point of the scale indicates that the set of goals are perceived to be neither extremely difficult nor extremely easy.

Weights were assigned to capitalize on the natural breaks in the distributions of essentiality and difficulty ratings. Weights were determined by converting the mean ratings for both essentiality and difficulty to standard Z-scores. The standard scores were assigned unit weights ranging from 1 to 3 where a Z-score below -1 was assigned the weight of 1, a Z-score ranging from -1 to 1 was assigned a weight of 2, and a Z-score greater than 1 was assigned a weight of 3. The essentiality and difficulty weights were multiplied. Adjusted weights were obtained by capping these values so that no weight exceeded 6.

A panel of three university faculty members with prior teaching or administrative experience in public schools reviewed the weights for the goals to determine if a combination of weights adding to ten points represented a "reasonable" set of goals to be targeted for a two-year period. They judged that the goal weights were in line with appropriate expectations for a Step Three teacher. Thus, the adjusted weights were used in the final instrument.

IDENTIFYING ACTIVITIES

Specific activities that could be undertaken to meet each goal were identified through a review of the literature and consulting with teachers and administrators. A panel of teachers and administrators reviewed, refined, and added activities to this preliminary list of activities. Even though we were not attempting to develop an exhaustive list of activities at this point in the project, we felt like we had a fairly comprehensive list of activities for each goal.

DETERMINING THE CONTENT REPRESENTATIVENESS OF THE ACTIVITIES

It is important to establish the content representativeness of the activities that were to be included for each goal. The objective of this step in the development process was to determine that each activity was indisputably a task that could be undertaken to work toward achieving the goal under which it had been identified.

A "retranslation" process (Smith & Kendall, 1963) was used to establish that the activities were clear exemplars of the specific goal to which they were assigned. A panel of 10 professionals including teachers and administrators were used as expert judges. All activities were listed in random order. The panel was asked to assign each activity to the goal that that activity best fit. Only those activities that were consistently assigned to a particular goal were retained for the final instrument. Thus, we could be confident that the activities were indeed appropriate for each goal.

It is recognized that there may be other specific activities that could be undertaken to achieve the identified goals. However, there are three considerations that justify limiting the instrument to the above identified activities: (1) The resulting

list of activities is fairly comprehensive. (2) The activities are stated in general terms and lend themselves to a broad array of specific applications. (3) The extent to which specific activities teachers wanted to participate in that were excluded from the instrument was to be evaluated. This information could subsequently be used to provide an empirical basis for revising the instrument.

WEIGHTING THE ACTIVITIES

Weights were developed for each activity under each goal following a procedure analogous to that used to establish weights for the goals. The weights were based on the questionnaire responses of 825 teachers and administrators who rated each activity listed under the goal that might be accomplished by completing the activity. Raters were asked to evaluate how difficult it is to complete the activity. Raters were instructed that their rating should reflect both the degree of **effort** and the amount of **time** required to complete the activity.

Weights were obtained by converting the mean ratings for difficulty for each activity under a given goal to standard Z-scores. There was some restriction of range in the difficulty estimates which resulted in essentially no Z-scores greater than +/-2. The standard scores were assigned unit weights ranging from 1 to 4 where a Z-score below -1 was assigned the weight of 1, a Z-score ranging from -1 to 0 was assigned a weight of 2, a Z-score ranging from 0 to 1 was assigned a weight of 3, and a Z-score greater than 1 was assigned a weight of 4. These values were used in the final instrument.

A panel of three university faculty with prior public school experience reviewed the weighted activities and goals. The panel judged that for a given goal, the completion of activities whose weights summed to four would be sufficient to earn the points for that goal.

DEVELOPMENT OF THE GOAL-SETTING PROCESS

The goal-setting process follows from the consolidation of the weighted goals and activities. In order to earn the ten points allocated for each domain by the state, a teacher must target a set of goals whose relative weights (i.e., goal points) add up to at least ten points. In order to earn the respective goal points for each selected goal, the teacher must complete activities identified for that goal whose relative weights (activity points) add up to four. Critical to the process is the negotiation between the principal and teacher, prior to beginning work on any of the goals, of a contract specifying the goals and specific activities to be attempted and the documentation that will be required of the teacher to demonstrate their completion.

DEVELOPMENT OF THE GOAL-SETTING INSTRUMENT

A goal-setting instrument was developed which listed for each domain the goals and their point value (i.e., weight). The activities and their weight were listed under the appropriate goal. Because of the teacher's initial reaction to the numerical activity weights, each of the activity weights was represented by one to four "stars" (*) on the actual instrument. The instrument may be found in Appendix A.

The instrument also contained a contract form on which the specific goals and activities selected by the teacher were identified along with their projected completion date. The required documentation for each activity was also specified on the contract. The teacher and principal identified and recorded a date for an in-progress review midway through the two-year contract period. Both the teacher and principal were required to sign-off on the completed contract.

IMPLEMENTATION: A ONE-YEAR PILOT STUDY

The goal-setting procedure and instrumentation was evaluated in a one-year pilot study involving 337 step-three teachers across the state of Kentucky. At the conclusion of the nine-month school year, the goal-setting process was evaluated in terms of the progress the teachers made in completing activities and accomplishing goals and the type and number of errors made in implementing the process. The relationship between teacher performance in PGD and PLI and other areas of the career ladder was determined.

IMPLEMENTATION OF THE PROCESS

Principals were trained in how to use the goal-setting process and instrumentation, and in negotiating the goal-set contract. This training emphasized the importance of identifying goals and activities that met the needs of the individual teacher. Likewise, the training stressed the importance of reviewing the teacher's progress throughout the two-year contract period and renegotiating goals or activities to meet the demands of a unpredictable and dynamic teaching environment. This training is described in more detail in Minix, Martray, and Neel (1987).

Principals were responsible for orienting their teachers in the goal setting process. Teachers prepared a tentative goal set then met with their principal to complete the goal contract. After the contracts were completed, teachers were told that the pilot study would evaluate their first year of progress on a two-year contract.

After the nine-month school year ended, teachers completed a progress report identifying which goals and/or activities had been completed, which were in progress, and which had not yet been started. Teachers also provided documentation for activities and goals on which they had been working.

Each teacher's progress in completing the goal contract was evaluated by a team of three judges: his/her principal and two representatives of the state career ladder office. A group of professionals, primarily retired public school administrators and professionals, were trained as the career ladder office representatives. The training included: (1) in-depth explanation of the goal-setting process and instrumentation and (2) guidelines for and practice in judging documentation relative to the contract for the completion of activities. This training is described in detail in Minix, et. al (1987).

The evaluation process involved independent and group evaluations of each teacher's contract and documentation, an interview with the teacher, and a consensus session in which the group agreed upon the number of activity and goal points completed. The team also computed the percentage of the points targeted for completion during the first nine months and the percentage of these targeted points actually completed. Finally, the team made an overall judgment whether or not the teacher had made adequate progress in each area. It was stressed to these judges that the pilot involved only nine months of work toward a contract to be completed over two years. Thus, a teacher may be somewhat off the projected timetable and still reasonably be expected to complete the contract on time.

EVALUATION OF THE GOAL-SETTING PROCESS

ERRORS IN IMPLEMENTATION

It was of interest to determine how well teachers and their principals were able to implement the goal-setting process. The goal-set contract for each of the teachers participating in the pilot study was reviewed during the Fall Semester to identify errors. Errors were tabulated and classified into one of three broad categories: Errors in Completing the Goal-Setting Instrument, Calculation Errors, and Errors in Contracting Goals and Activities. These errors are summarized in Table 2.

Relatively few errors were made considering there were 337 teachers participating in the study. Errors were found on 47 contracts. Nine of the 47 contracts contained two errors and three contained three to five errors. Contracts containing errors were returned, with explanation, to the teacher and principal for correction. Errors in completing the instrument and calculation errors were easily corrected once they were identified. Thus, errors in contracting goals and activities were of the most consequence. Most of errors in this category revolved around identifying specific activities for completing the goals selected. It is critical to the evaluation of the teacher's progress in completing the goal set that each proposed activity be clearly delineated and agreed upon at the time of negotiating the contract. The selection and description of specific activities to complete the contract may be an area that

deserves more attention when training teachers and principals in the goal-setting process.

The results of the analysis of errors in implementation suggest that the goal-setting process itself is very workable. Teachers and principals were able to follow the procedure for identifying goals and activities while making very few errors. A number of the errors were due to carelessness and were easily corrected. Using a little more care in completing the forms and minor additions to the training process would likely eliminate most of the errors that were identified.

TEACHER PROGRESS

Although the original goal set contracts negotiated between the teachers and principals were for a two-year period, progress toward goal attainment was evaluated after a nine-month period because of the time constraints of the pilot study imposed by the state commission. The evaluation focused on the amount of progress completed during the first academic year of the two-year contract period.

Of the 337 teachers participating in the pilot, 327 contracted to complete 10 - 12 points for PGD for the two year period. However, 279 of these teachers contracted to complete all 10 - 12 points during the first year of the contract. Thus, the majority of the teachers contracted to complete all of their PGD points during the first year of the two-year contract period. A similar pattern occurred with the contracting of the PLI points as well. Of the 325 teachers who negotiated to complete 10 - 12 points for the two-year contract, 280 contracted to complete 10 - 12 of the points during the first year of the contract.

The teachers participating in the pilot study made significant progress toward goal completion. Of the 279 teachers who contracted to complete 10 - 12 PGD points the first year, 181 did so. In addition, another 58 teachers completed 8-9.5 PGD points during the one-year pilot. The PGD and PLI points contracted for the first year and the points completed for the first year are presented in Table 3.

Further analyses were conducted to determine if there were differences in the goal points contracted and earned among teachers at different grades levels. Teachers were classified into four groups: kindergarten through grade four (K-4), grades five through eight (5-8), high school (9-12), and special education (SE). There were no differences between the groups in the goal points contracted for PGD (F, 3,313 = .779, n.s.) and for PLI (F, 3,313 = .187, n.s.). However, there were differences between the groups in the number of goal points earned during the one-year pilot for both PGD (F, 3,313 = 7.81, $p<.001$) and for PLI (F, 3,313 = 3.58, $p<.05$). The mean PGD and PLI goal points attained for each group is presented in Table 4. Thus, although teachers from all grade levels contracted for the same number of

points, the K-4 and SE teachers significantly outperformed the other teachers in first-year goal attainment.

TEACHER PERCEPTIONS

Focus group interviews were used to assess teacher's and principal's reactions to their participation in the pilot study. The focus group observations were not quantified, but were conducted across groups of participants by independent interviewers who later met to reach consensus on the outcomes of the interviews. The interviews indicated that, for the most part, the principals were positive about the goal-setting process and their degree of participation. Likewise, the teachers generally felt that participating in the goal setting process was professionally rewarding. However, they also felt that it was extremely demanding in terms of the time and effort required. This perception is likely due to the fact that the overwhelming majority of the teachers contracted for and completed during the one-year pilot the 10 points required in each area over a two-year contract period.

RELATIONSHIP BETWEEN PGD/PLI AND OTHER AREAS OF THE CAREER LADDER

The relationship between PGD and PLI and the other domains of teacher performance evaluated by the Career Ladder Program were assessed for all 337 teachers participating in the pilot study. This included observations of performance in the classroom, dialogue assessment of the teacher's planning for classroom activities and evaluating student progress, and overall career ladder performance during the one-year pilot study. These areas and their assessment are described in detail in Galluzzo, Roberts, and Taylor (1988) and Pankratz and Becker (1988).

Classroom performance was assessed using a behavioral checklist addressing the teacher's use of questioning, responses, praise, communication, management, time management, and seatwork. The checklist observations were consolidated to form a composite measure representing overall classroom performance (see Galluzzo, et. al, 1988). This composite was significantly related to both PGD (r = .157, $p<.01$) and PLI (r = .195, $p<.001$). Although the relationship is not of great magnitude, it does indicate that those teachers who completed more professional growth and leadership points were also the better performers in the classroom. PGD/PLI and classroom behavior are independent domains of teacher performance. Thus, one would not necessarily hypothesize a strong relationship between the two even though both were derived from the research on effective teacher behavior. However, the teachers in our pilot study that demonstrated effective performance in the classroom also were effective in the areas of PGD and PLI goal attainment.

The dialogue assessment of the teacher's planning for classroom activities and evaluating student progress consisted of a structured interview. The interview addressed seven areas of planning, student assessment, and feedback. Interviewers

completed 15 performance rating statements which were consolidated to form measures of planning, evaluation, and an overall evaluation of the teacher (see Pankratz & Becker, 1988). None of the three measures from the dialogue were related to the PGD or PLI performance. Correlations were of extremely low magnitude ranging from r = .009 for PGD and evaluation to r = .109 for PLI and planning.

Finally, the relationship between performance in PGD and PLI and overall career ladder performance was determined. Overall career ladder performance was evaluated by a team of three judges. Each judge made an independent rating of the teacher's overall competence based on the three career ladder areas (classroom observations, dialogue, and goal setting) and made a dichotomous yes/no decision to recommend that the teacher be advanced to the next step on the career ladder. PGD was significantly related both to the competency rating (r = .209, $p<.001$) and to the advancement recommendation (r = .265, $p<.001$). PLI similarly was related to both the competency rating (r = .267, $p<.001$) and to the advancement recommendation (r = .255, $p<.001$). These relationships indicate that PGD and PLI were considered in the the judge's assessment of overall career ladder performance.

CONCLUSIONS

Developing a standardized goal-setting procedure to be used as part of an evaluation assessment battery offered some novel challenges. Nowhere in the literature could we locate a process involving standardized, quantified goals for use in evaluating teacher performance. The techniques and strategies used in the development of the goal-setting process and instrumentation ensured their psychometric soundness and defensibility.

The evaluation data collected also suggest that the instrumentation and process are sound. The consistency of the judges in their evaluation of goal attainment lends further support to the objectivity of the goal-setting/attainment process. Furthermore, the low frequency of errors made in the implementation of the process and the degree of progress made toward goal attainment lead us to conclude that the goal-setting process is a realistic, workable system. This is especially likely to be true if the process were implemented for the two-year period for which it was originally designed. Finally, was it found that although this process focuses on professional teacher behavior outside of the classroom, this behavior is somewhat related to effective classroom behavior and to overall teacher competence.

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TABLE 1. GOALS FOR PROFESSIONAL GROWTH AND DEVELOPMENT AND PROFESSIONAL LEADERSHIP/INITIATIVE

PROFESSIONAL GROWTH AND DEVELOPMENT

1. To incorporate knowledge of current educational research and development into instructional practices by using ideas from professional books, journals, and/or professional organizations.
2. To develop, implement, and verbalize a personal educational philosophy consistent with current knowledge.
3. To adapt instructional techniques to the demonstrated instructional needs of the individual student.
4. To increase understandings of current concepts and theories as they relate to the teacher's subject area and job assignment.
5. To improve classroom management and organization skills.
6. To increase interpersonal and communication skills.
7. To increase understandings of different socio-economic, ethnic, and cultural groups.
8. To improve personal diagnosis and evaluation skills in order to ascertain instructional levels and needs of learners.
9. To obtain graduate degree(s) and/or receive course credit directly related to the individual teacher's assignment.
10. To attend workshops, seminars, and/or professional development activities directly related to the individual teacher's assignment.
11. To try new methods/approaches in the classroom and evaluate their success.
12. To seek and utilize community resources to enhance classroom instruction.

PROFESSIONAL LEADERSHIP/INITIATIVE

1. To conduct workshops or training sessions designed to increase knowledge and skills of others.
2. To create materials or programs and share with peers and/or administrators.
3. To effectively serve in a leadership position in the school district and/or professional organization.
4. To take an active role in the identification and resolution of instructional problems and other school-related problems.
5. To initiate and implement activities and projects in the school.
6. To assist in establishing school goals and take an active role in achieving them.
7. To work cooperatively with peers, administrators, and community members in planning and implementing curricular and extra-curricular activities.
8. To provide a leadership model and foster professionalism through demonstrating/modeling leadership techniques.
9. To foster the development of leadership skills for students in the classroom through demonstrating a personal leadership model.
10. To promote parent/community/interest in the school.

Table 2. ERRORS IN IMPLEMENTATION OF THE GOAL-SETTING PROCESS

Errors in Completing the Goal-Setting Instrument

Error Type	Number of Occurrences
Incomplete Summary Form	1
Missing Contract or Summary Form	3
Outdated Form Used	4
Misplaced Values on Form	2
No Verification of Negotiation with Principal (i.e., Signatures)	3
TOTAL	13

Calculation Errors

Error Type	Number of Occurrences
Miscalculation of Goal Points	5
Miscalculation of Activity Points	2
TOTAL	7

Errors in Contracting Goals and Activities

Error Type	Number of Occurrences
Contracted for Partial Credit of Goal Points (Not Allowed)	6
Insufficient Activity Points to Earn Credit for Goal Points	8
No Description of Specific Activity	12
Activity Description Does Not Coincide with Activity Identified on Summary Form	4
Insufficient Specificity in Description of Selected Activity	4
Generated Own Activity (i.e., one that had not been submitted to the validation/weighting process)	2
Submitted Separate Contracts for Both Years of the 2-Year Period	9*
TOTAL	45

* All contracts with this error were from the same school.

Table 3. PGD AND PLI POINTS CONTRACTED FOR AND COMPLETED DURING THE ONE-YEAR PILOT

Goal Point Value	PGD Points Contracted	PGD Points Earned	PLI Points Contracted	PLI Points Earned
0-2.5	8	12	10	8
3-4.5	14	18	5	13
5-7.5	15	53	20	57
8-9.5	13	58	12	64
10.0	203	137	142	97
10.5	1	8	1	7
11.0	21	13	99	61
11.5-12	54	33	38	23
12.5-13	6	3	7	6
14-16	2	2	3	1

Table 4. AVERAGE PGD AND PLI POINTS ATTAINED DURING THE ONE-YEAR PILOT
(Standard Deviations are in parentheses)

Group	Mean PGD	Mean PLI
K-4	9.45 (1.77)	9.74 (1.90)
5-8	8.75 (2.74)	8.85 (2.53)
9-12	7.90 (3.10)	8.66 (2.71)
SE	10.00 (2.50)	9.51 (2.35)

APPENDIX A:

THE GOAL-SETTING INSTRUMENT

PROFESSIONAL GROWTH AND DEVELOPMENT

Professional Growth and Development is defined as: The ability and willingness to undertake self-improvement activities related to increasing one's professional knowledge and skills as demonstrated through performance on the job.

Teachers are required to attain ten (10) professional growth points for career ladder Step 3 and another ten (10) professional growth points for career ladder Step 4.

In order to receive credit for attaining a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are general considerations concerning goals and activities:

1. Activities were assigned stars based on a validation process identifying activities with specific goals.* Therefore, transferring activities from one goal to another would invalidate the weighting of that activity and is not advised.
2. Additional activities that might be proposed should be incorporated only after a validation process similar to the one used for weighting the original goals is conducted by the Career Ladder Commission.
3. Partial fulfillment of any goal is not advised and would invalidate attainment of any meaningful goal set.

*Goals and activities were developed utilizing professional research and the professional judgment of a representative panel of Kentucky teachers, administrators, and university personnel. In addition, 1650 randomly selected Kentucky teachers and administrators were asked to weight goals and activities based on levels of difficulty to achieve and levels of professional importance. The development, validation, and piloting process took place during 1985-87.

PROFESSIONAL GROWTH AND DEVELOPMENT GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO IMPROVE PERSONAL DIAGNOSIS AND EVALUATION SKILLS IN ORDER TO ASCERTAIN INSTRUCTIONAL LEVELS AND NEEDS OF LEARNERS (6 professional growth points)

- **** 1. Develop specific tests to determine instructional levels and/or prerequisite needs of learners
- **** 2. Take coursework in measurement and/or testing
- ** 3. Attend workshops/seminars in measurement and/or testing
- ** 4. Utilize published diagnostic materials, such as achievement tests, to analyze individual learner needs
- * 5. Read testing manuals and/or other published materials about testing
- * 6. Use informal methods, such as classroom observation, to assess individual learner needs

Goal B. TO ADAPT INSTRUCTIONAL TECHNIQUES TO THE DEMONSTRATED INSTRUCTIONAL NEEDS OF THE INDIVIDUAL STUDENT (6 professional growth points)

- **** 1. Develop an individualized educational plan for specific students with differing needs
- **** 2. Develop strategies for dealing with students displaying various behavioral characteristics
- ** 3. Team teach a lesson for the benefit of a special group of students
- ** 4. Utilize several teaching styles in the course of one lesson in order to reach students with different learning styles

Goal C. TO INCREASE UNDERSTANDINGS OF CURRENT CONCEPTS AND THEORIES AS THEY RELATE TO THE TEACHER'S SUBJECT AREA AND JOB ASSIGNMENT (4 professional growth points)

- **** 1. Develop a position paper on new techniques used in the classroom
- **** 2. Develop a catalog of new ideas on instructional techniques and their respective sources
- *** 3. Develop lesson plans on new facets of one's subject area
- * 4. Read professional literature from professional associations focusing on the teaching of specific subject areas

Goal D. TO IMPROVE CLASSROOM MANAGEMENT AND ORGANIZATIONAL SKILLS (4 professional growth points)

- **** 1. Take advanced coursework in courses pertaining to classroom management/discipline
- *** 2. Modify classroom management/discipline strategies to be consistent with current knowledge
- *** 3. Incorporate management techniques into planning for classroom interactions and structure
- * 4. Attend a training session on classroom management
- * 5. Develop an awareness of recent literature on classroom management

Goal E. TO INCREASE INTERPERSONAL AND COMMUNICATION SKILLS (3 professional growth points)

- *** 1. Gain an understanding of individual interpersonal styles of operation of students and other faculty members
- ** 2. Discuss literature pertaining to interpersonal communication skills with colleagues
- ** 3. Attend workshops, skill development seminars, etc. which focus upon the use of interpersonal skills
- ** 4. Review books, articles, etc. which pertain to interpersonal communication skills
- * 5. Develop an increased understanding of one's own personal style of teaching and interacting with others

Goal F. TO INCREASE UNDERSTANDINGS OF DIFFERENT SOCIO-ECONOMIC, ETHNIC, AND CULTURAL GROUPS (3 professional growth points)

- ** 1. Participate in a training session on minority group
- ** 2. Invite guest speakers to the classroom who represent minority groups

GOAL G. TO PURSUE GRADUATE DEGREE(S) AND/OR RECEIVE COURSE CREDIT DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S ASSIGNMENT (3 professional growth points)

- **** 1. Take content specific advanced coursework dealing with instructional techniques in the content/subject matter area
- **** 2. Complete graduate level college coursework directly related to the current teaching assignment
- ** 3. Complete short courses offered by universities or certification groups
- ** 4. Complete undergraduate level college coursework directly related to the current teaching assignment

Goal H. TO ATTEND WORKSHOPS, SEMINARS, AND/OR PROFESSIONAL DEVELOPMENT ACTIVITIES DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S ASSIGNMENT (3 professional growth points)

- *** 1. Actively participate in professional development activities related to the teaching professional
- ** 2. Attend professional development activities related to the teaching assignment
- ** 3. Audit a class related to one's assignment
- ** 4. Complete short courses offered by universities or certification groups
- * 5. Participate in a training session related to the teacher's content area assignment
- * 6. Attend meetings of professional organizations related to one's assignment

Goal I. TO TRY NEW METHODS/APPROACHES IN THE CLASSROOM AND EVALUATE THEIR SUCCESS (2 professional growth points)

- **** 1. Develop, implement, and evaluate a classroom instructional multi-media program
- *** 2. Develop and implement a plan designed to evaluate the effectiveness of new methods
- ** 3. Develop, implement, and evaluate a model lesson
- ** 4. Develop a rationale for the use of new techniques in one's instruction
- * 5. Discuss with colleagues the results of a new method used in one's own classroom

Goal J. TO INCORPORATE KNOWLEDGE OF CURRENT EDUCATIONAL RESEARCH AND DEVELOPMENT INTO INSTRUCTIONAL PRACTICES BY USING IDEAS FROM PROFESSIONAL BOOKS, JOURNALS, AND/OR PROFESSIONAL ORGANIZATIONS (2 professional growth points)

- **** 1. Develop a catalog of new ideas on instructional techniques and their respective sources
- **** 2. Write a grant proposal for classroom modifications based on current professional literature
- ** 3. Implement new instructional methodology based on new information
- ** 4. Write and implement a model lesson plan
- ** 5. Integrate new ideas from various sources into one's present instructional strategies
- ** 6. Use materials from a current educational publication in developing and teaching a lesson
- ** 7. Develop new lesson plans based on professional literature
- ** 8. Develop lesson plans on new facets of one's teaching assignment

Goal K. TO DEVELOP, IMPLEMENT, AND VERBALIZE A PERSONAL EDUCATIONAL PHILOSOPHY CONSISTENT WITH CURRENT KNOWLEDGE (2 professional growth points)

- **** 1. Develop a position paper on new techniques used in the classroom
- ** 2. Develop, summarize, and discuss a professional belief/philosophy in an interview
- * 3. Modify instructional strategies to better fit one's educational philosophy
- * 4. Develop a written analysis of one's personal beliefs or philosophy regarding the educational process
- * 5. Demonstrate how behavior in the classroom is consistent with stated educational philosophy

Goal L. TO SEEK AND UTILIZE COMMUNITY RESOURCES TO ENHANCE CLASSROOM INSTRUCTION (1 professional growth point)

- **** 1. Develop a catalog of community resources to aid in instruction
- **** 2. Write a proposal for obtaining civic support for a special project
- *** 3. Participate in community organizations in order to enhance instruction
- *** 4. Use various resources and describe how they enhanced instruction
- * 5. Invite classroom speakers for class presentations

GOAL SET CONTRACT SUMMARY
Professional Growth and Development
Career Ladder Step 3/4 (Circle one).

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

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GOAL _____ . . . . . Professional Growth Points _____

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Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

Professional Growth and Development Total 10

The above contract, along with all goals, activities, and documentation items, was negotiated on _____(date). The End of the First Year Progress Review negotiation meeting is planned for _____(date). The Final End of the Second Year Review is planned for _____(date).

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

ACTIVITY SUMMARY SHEET for CATEGORY _____ GOAL ____

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity?

When will the activity be completed?

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE

Professional Leadership and/or Initiative is defined as: The ability and willingness to effectively use one's knowledge and skills through conducting or engaging in activities designed to facilitate the development of curricula, other professionals, and student and community programs.

Teachers are required to attain ten (10) professional leadership points for career ladder Step 3 and another twenty (20) professional leadership points for career ladder Step 4.

In order to receive credit for attaining a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are considerations concerning goals and activities:

1. Activities were assigned stars based on a validation process identifying activities with specific goals.* Therefore, transferring activities from one goal to another would invalidate the weighting of that activity and is not advised.
2. Additional activities that might be proposed should be incorporated only after a validation process similar to the one used for weighting the original goals is conducted by the Career Ladder Commission.
3. Partial fulfillment of any goal is not advised and would invalidate attainment of any meaningful goal set.
4. Activities cannot be counted more than once.

*Goals and activities were developed utilizing professional research and the professional judgment of a representative panel of Kentucky teachers, administrators, and university personnel. In addition, 1650 randomly selected Kentucky teachers and administrators were asked to weight goals and activities based on levels of difficulty to achieve and levels of professional importance. The development, validation, and piloting process took place during 1985-87.

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO PROMOTE PARENT/COMMUNITY INTEREST IN THE SCHOOL (6 professional leadership points)

- *** 1. Assume a leadership role in the school's parent/teacher organization
- * 2. Provide community speakers for classroom experience
- * 3. Participate in the parent/teacher organization

Goal B. TO CREATE MATERIALS OR PROGRAMS AND SHARE WITH PEERS AND/OR ADMINISTRATORS (5 professional leadership points)

- **** 1. Develop a professional multi-media presentation
- **** 2. Write a model curriculum
- **** 3. Develop a resource booklet of materials to be shared with colleagues
- **** 4. Develop a professional videotape presentation
- **** 5. Develop and present problem solving strategies with peers
- **** 6. Write a grant proposal
- **** 7. Conduct a research project
- **** 8. Write a professional article
- **** 9. Write a professional book
- **** 10. Write a proposal for change in the school

Goal C. TO CONDUCT WORKSHOPS OR TRAINING SESSIONS DESIGNED TO INCREASE KNOWLEDGE AND SKILLS OF OTHERS (4 professional leadership points)

- **** 1. Present a workshop for another district
- **** 2. Present a workshop for the State Department of Education
- **** 3. Present a workshop at a state meeting
- **** 4. Present a workshop at a national meeting
- ** 5. Develop and conduct a workshop and/or seminar for colleagues in one's own school
- ** 6. Present a workshop in one's school system

Goal D. TO TAKE AN ACTIVE ROLE IN THE IDENTIFICATION AND RESOLUTION OF INSTRUCTIONAL PROBLEMS AND OTHER SCHOOL-RELATED PROBLEMS (4 professional leadership points)

- **** 1. Write a proposal for change in the school
- ** 2. Share problem solving strategies with peers
- ** 3. Serve as chairperson of a school problem solving committee
- ** 4. Serve on a school problem solving committee
- ** 5. Serve as an active member of a school-based committee
- ** 6. Serve as an active member of an accrediation committee in one's own school

Goal E. TO ASSIST IN ESTABLISHING SCHOOL GOALS AND TAKE AN ACTIVE ROLE IN ACHIEVING THEM (4 professional leadership points)

- ** 1. Serve as an active member of a school-based committee
- ** 2. Serve as chairperson of a committee to develop school goals
- ** 3. Serve as an active member of a committee to develop school goals

Goal F. TO INITIATE AND IMPLEMENT ACTIVITIES AND PROJECTS IN THE SCHOOL (3 professional leadership points)

- **** 1. Conduct a research project
- **** 2. Develop a grant proposal to provide additional school programs
- *** 3. Direct school academic teams
- ** 4. Develop a proposal for extra school programs
- ** 5. Coordinate a school activity
- ** 6. Assist in directing school academic teams
- * 7. Participate on special project committees

Goal C. TO WORK COOPERATIVELY WITH PEERS, ADMINISTRATORS, AND COMMUNITY MEMBERS IN PLANNING, AND IMPLEMENTING CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES (3 professional leadership points)

- **** 1. Develop a grant project for extra school programs
- **** 2. Develop a proposal for extra school programs
- *** 3. Direct school academic teams
- *** 4. Serve as chairperson of a curriculum development committee
- ** 5. Coordinate a school activity
- ** 6. Initiate a school activity
- ** 7. Coordinate extra-curricular student activities
- ** 8. Assist in directing school academic teams
- * 9. Serve as an active member of a planning group for academic programs
- * 10. Participate in a curriculum development committee

Goal H. TO PROVIDE A LEADERSHIP MODEL AND FOSTER PROFESSIONALISM THROUGH DEMONSTRATING/MODELING LEADERSHIP TECHNIQUES (3 professional leadership points)

- **** 1. Write a model curriculum
- **** 2. Present a workshop at a state meeting
- ** 3. Assist in directing school academic teams
- ** 4. Serve as an active member of a state committee
- ** 5. Serve as an active member of a professional organization at the local level

Goal I. TO EFFECTIVELY SERVE IN A LEADERSHIP POSITION IN THE SCHOOL, DISTRICT, AND/OR PROFESSIONAL ORGANIZATION (2 professional leadership points)

- **** 1. Serve as chairperson or member of a state committee
- **** 2. Serve as officer of a professional organization at the state/regional level
- **** 3. Serve as chairperson of an accreditation team in another school
- *** 4. Assume a leadership role in a professional organization
- *** 5. Serve as an active member of an accreditation team in another school
- ** 6. Serve as chairperson of a school system committee
- ** 7. Serve as chairperson of a school-based committee
- ** 8. Serve as chairperson of a planning group for academic programs
- ** 9. Serve as chairperson of a school curricular committee
- ** 10. Serve as chairperson of an accreditation team in one's own school
- ** 11. Serve as officer of a professional organization at the local level
- ** 12. Serve as chairperson on a special project committee
- * 13. Serve as an active member of an accreditation team in one's own school
- * 14. Serve as an active member of a school system committee
- * 15. Serve as an active member of a professional organization at the state/regional level

GOAL J. TO FOSTER THE DEVELOPMENT OF LEADERSHIP SKILLS FOR STUDENTS IN THE CLASSROOM THROUGH DEMONSTRATING A PERSONAL LEADERSHIP MODEL (1 professional leadership points)

- ** 1. Develop and present a lesson on leadership in the classroom
- ** 2. Demonstrate leadership roles in the classroom

GOAL SET CONTRACT SUMMARY

Professional Leadership and/or Initiative

Career Ladder Step 3/4 (Circle one).

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total _____

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY _____ Activity Star Value _____
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ACTIVITY _____ Activity Star Value _____
Total _____

Professional Leadership and/or Initiative Total (Circle) 10/20

The above contract, along with all goals, activities, and documentation items, was negotiated on _____(date). The End of the First Year Progress Review negotiation meeting is planned for _____(date). The Final End of the Second Year Review is planned for _____(date).

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

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ACTIVITY SUMMARY SHEET for CATEGORY _____ GOAL ____

ACTIVITY _____

Describe the specific nature of the proposed activity.

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